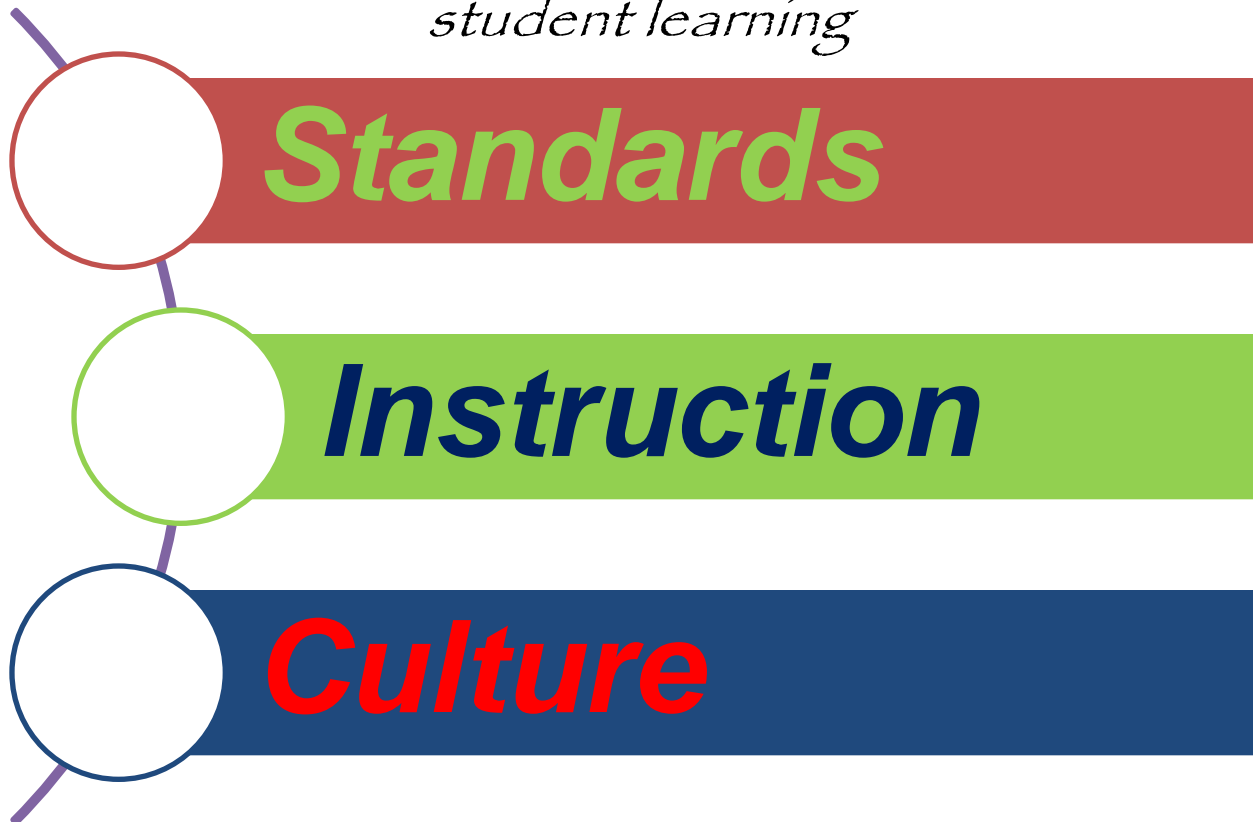


# Academic Vocabulary



# Intentional Instructional Practices

*Creating a classroom culture that supports and promotes student learning*

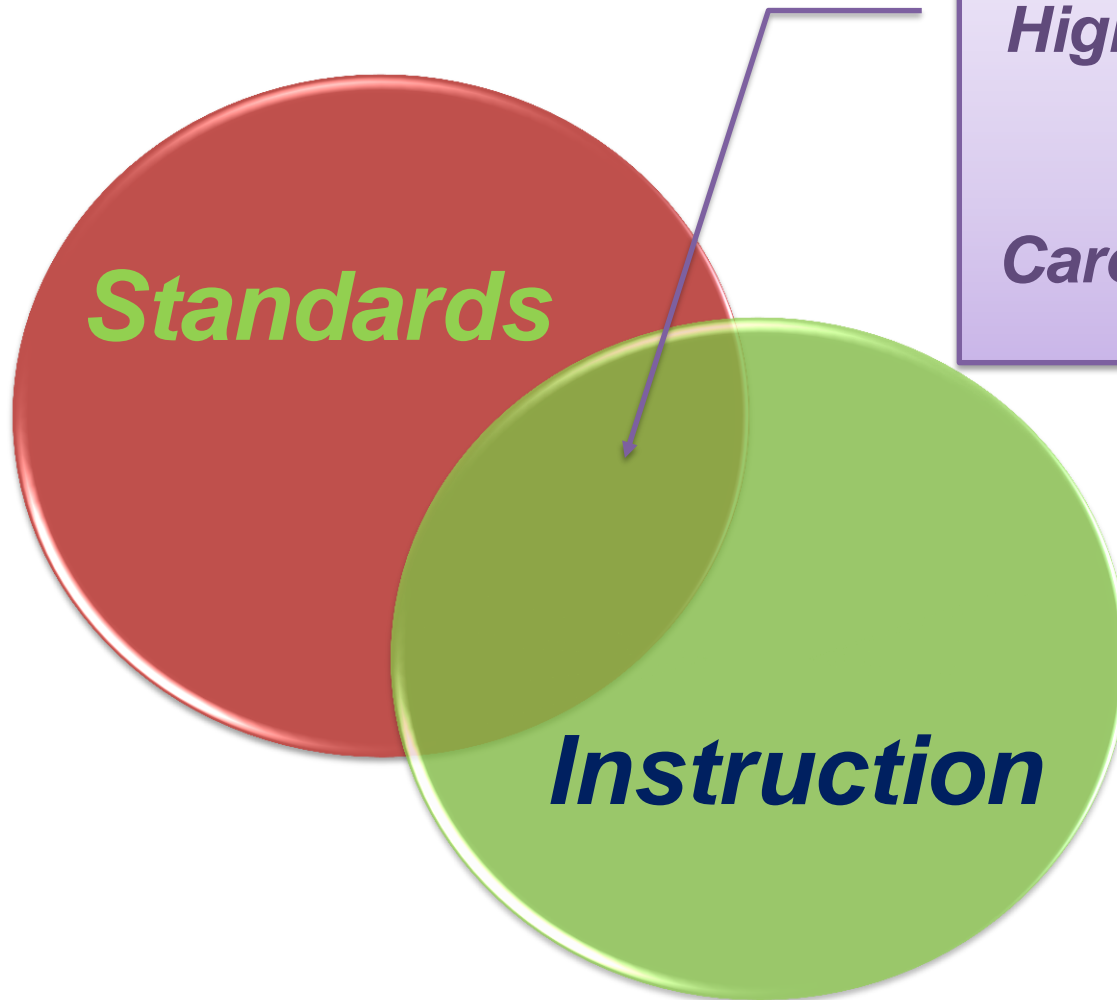


***Standards***

**Culture**

***Instruction***

When **Standards** intersect with **Instruction** we'll see...



*Curriculum with  
Higher Cognitive Demand  
(Increased Rigor)  
and  
Career and College Ready  
Characteristics*

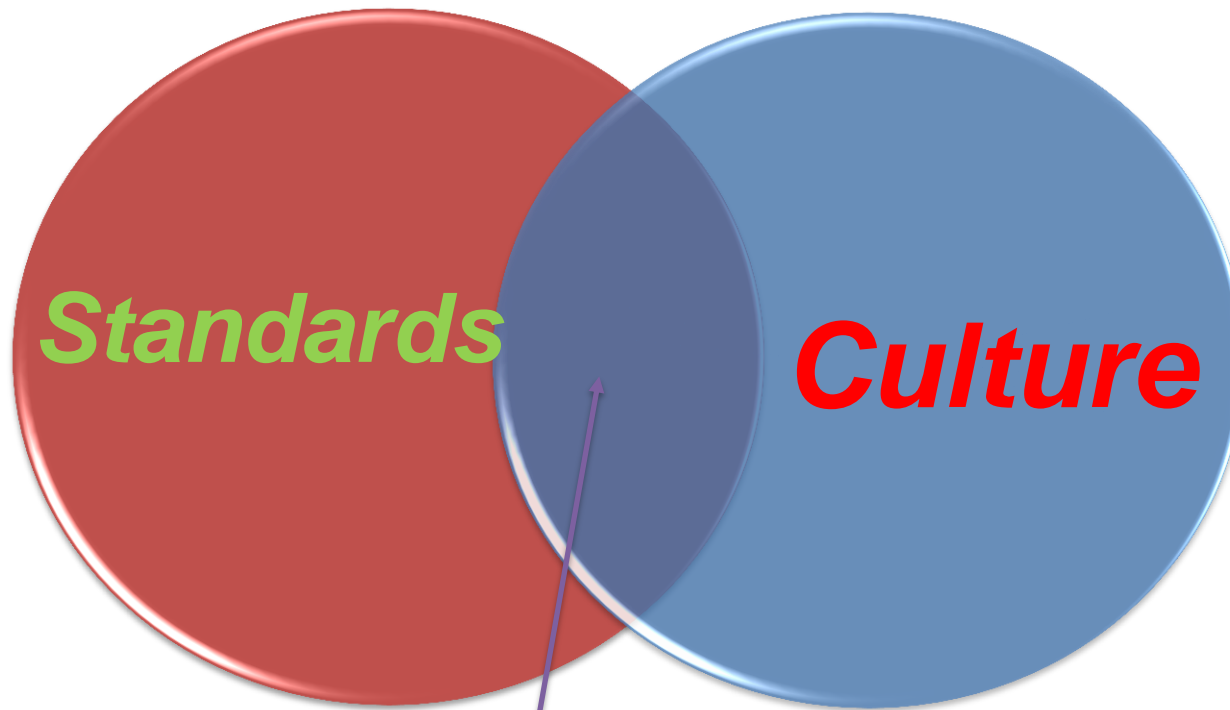
*Communication and  
Collaboration*

*Problem Solving*

*Technology and Tools*

*Argument and Reason*

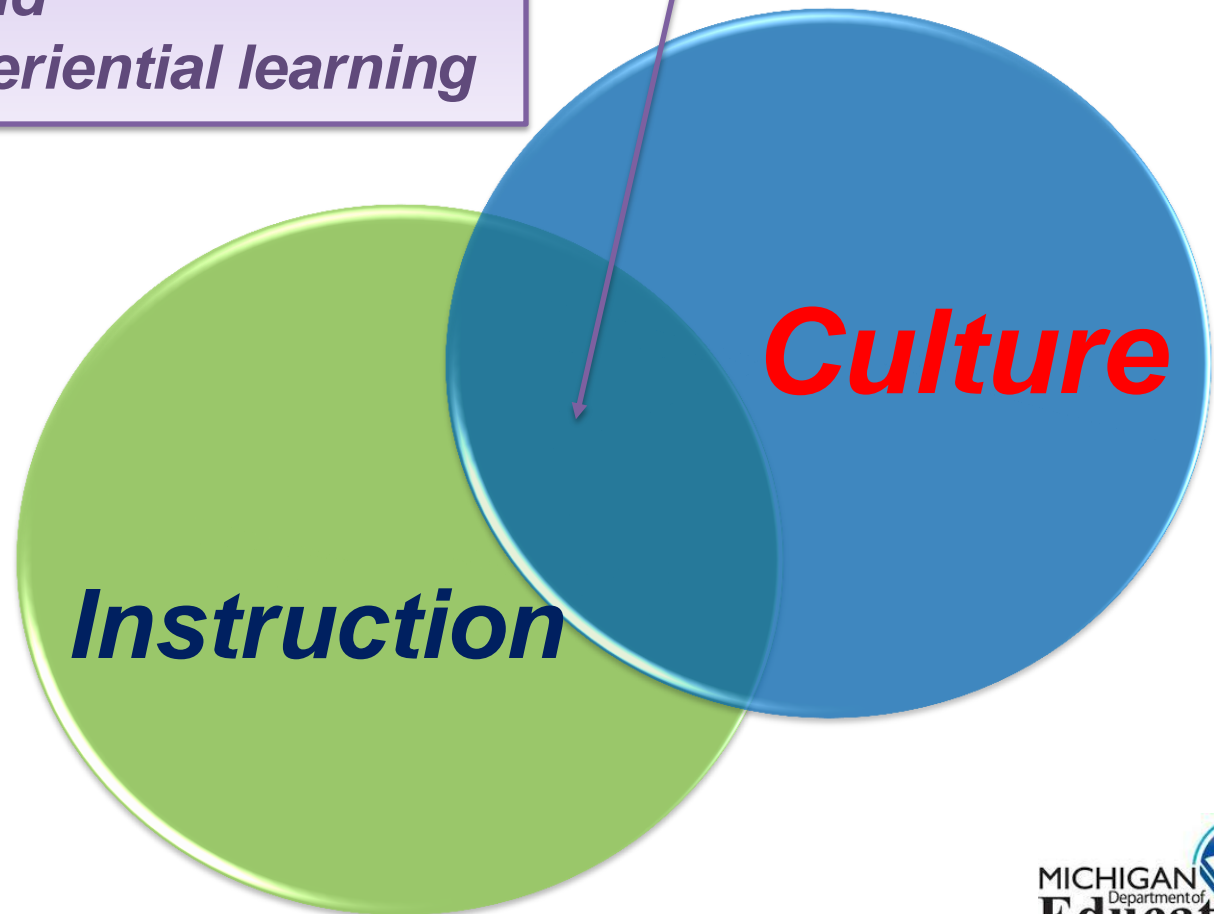
When **Standards** intersect with **Culture** we'll see...



*Lessons that  
Address appropriate grade level  
standards  
and  
Include content relevant to  
student lives*

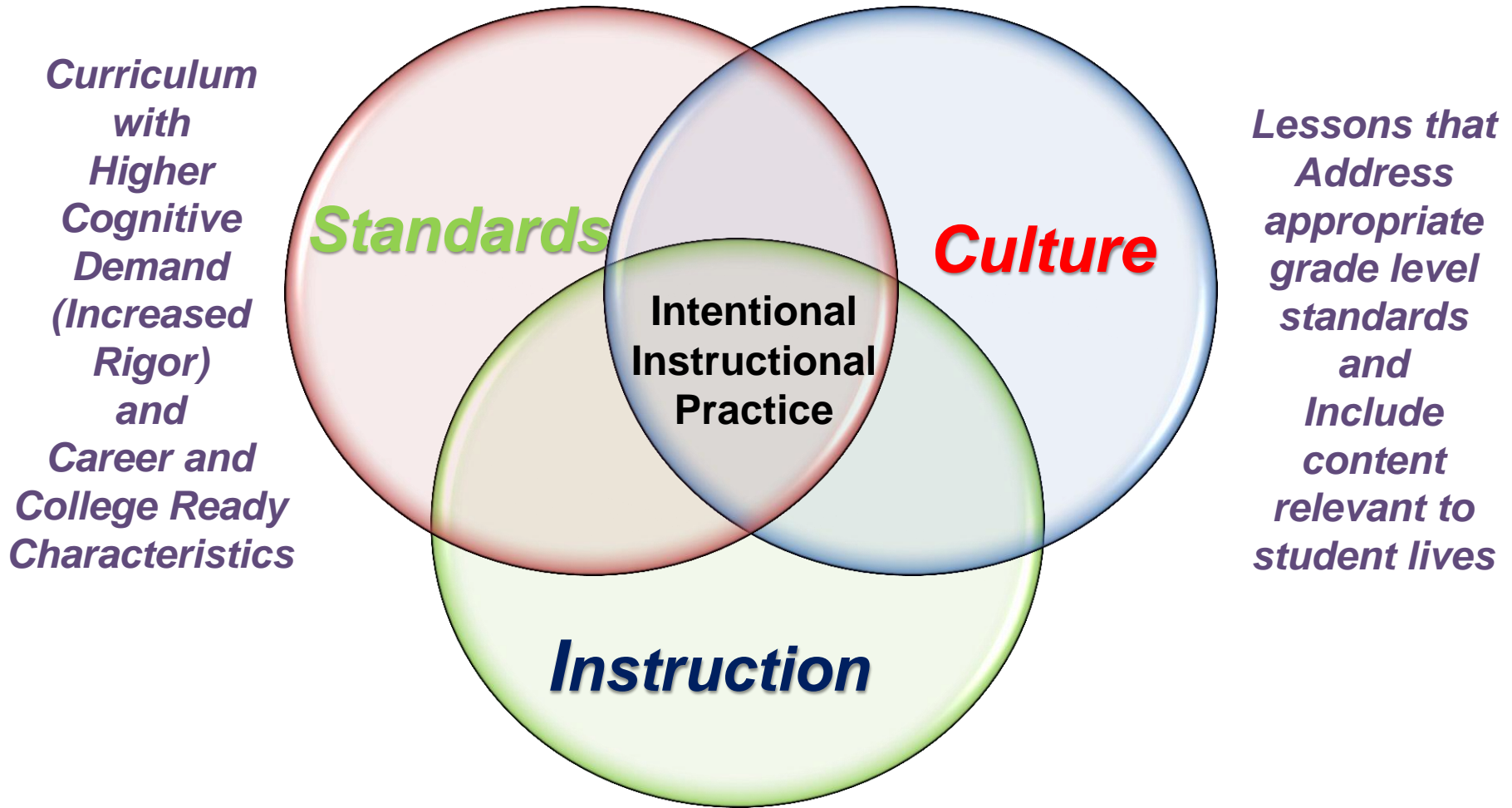
When **Culture** intersects with **Instruction** we'll see...

*Teaching that is  
engaging,  
culturally responsive ,  
and  
provides for experiential learning*





When **Standards**, **Instruction**, and **Culture** intersect  
we'll see...



*Teaching that is engaging, culturally responsive ,  
and  
provides for experiential learning*

# *MI Goals for All Students*

## Career and College Ready Students:

- Use technology and tools strategically in learning and communicating
- Use argument and reasoning to do research, construct arguments, and critique the reasoning of others
- Communicate and collaborate effectively with a variety of audiences
- Solve problems, construct explanations and design solutions

## *Tasks Worth Doing Tests Worth Taking*

- Real World Challenges
- Relevant to Student Lives
- Integrate Content Areas
- Transfer of Knowledge

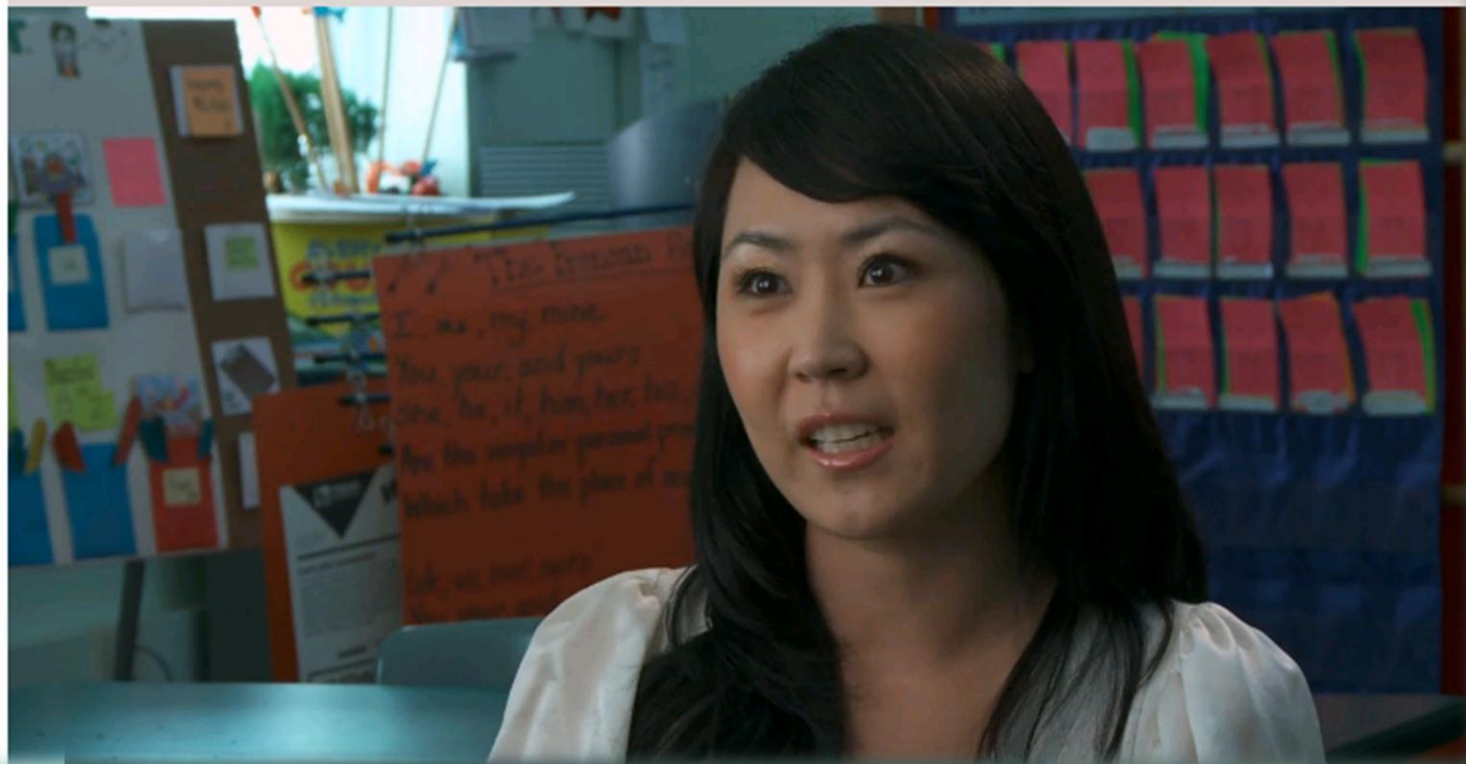


## College Talk: Improving Students' Vocabulary

Grade 2, ELA, Vocabulary

CCSS: ELA.L.2.5

 Like 138



## **Essential questions:**

- **What is your role with vocabulary?**
- ***What strategies do you currently engage your students to get to a greater bank of academic vocabulary?***

# *Academic Vocabulary Word List*

Using the vocabulary list, code the words you think you might hear or use in each of the content area:

*M=Math*

*ELA = English Language Arts*

*SS = Social Studies*

*S = Science*

You may discuss with a partner or your table group.

We'll chart as a whole group in about 5-8 mins.

**\*\*Keep in mind our essential questions.**

**Relative**  
**Vary**  
**Formulate**  
**Calibrate**  
**Itemize**  
**Misfortune**  
**Solution**  
**Structure**  
**Height**  
**Protect**  
**Group**  
**Response**

## *Essential questions:*

- **What is your role with vocabulary?**
- ***What strategies do you currently engage your students to get to a greater bank of academic vocabulary?***



# Common Core and Academic Vocabulary

Review pages 32 and 33 of Appendix A of the Common Core.



COMMON CORE STATE STANDARDS FOR  
English Language Arts  
&  
Literacy in  
History/Social Studies,  
Science, and Technical Subjects

Appendix A:

## Vocabulary

### Acquiring Vocabulary

Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.

Marilyn Jager Adams (2009, p. 180)

The importance of students acquiring a rich and varied vocabulary cannot be overstated. Vocabulary has been empirically connected to reading comprehension since at least 1925 (Whipple, 1925) and had its importance to comprehension confirmed in recent years (National Institute of Child Health and Human Development, 2000). It is widely accepted among researchers that the difference in students' vocabulary levels is a key factor in disparities in academic achievement (Baumann & Kameenui, 1991; Becker, 1977; Stanovich, 1986) but that vocabulary instruction has been neither frequent nor systematic in most schools (Biemiller, 2001; Durkin, 1978; Lesaux, Kieffer, Faller, & Kelley, 2010; Scott & Nagy, 1997).

Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means but also how to use that word in a variety of contexts, and they can apply appropriate senses of the word's meaning in order to understand the word in different contexts (Landauer & Dumais, 1997; Landauer, McNamara, Dennis, & Kintsch, 2007; Nagy, Herman, & Anderson, 1985).

Initially, children readily learn words from oral conversation because such conversations are context rich in ways that print is not. As children learn to read, they learn that all sets of words (or "text") have a structure (or "syntax") that is

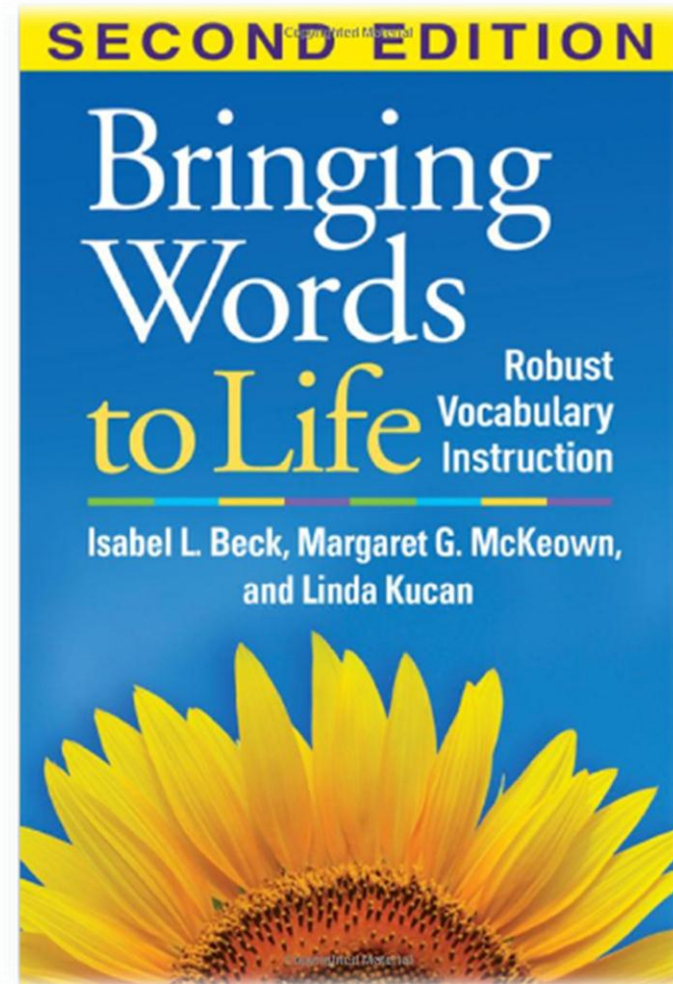
[www.corestandards.org](http://www.corestandards.org)

# Tool for Choosing Tier 2 Words

## Academic Vocabulary

Tier Two words (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative*, *vary*, *formulate*, *specificity*, and *accumulate*), technical texts (*calibrate*, *itemize*, *periphery*), and literary texts (*misfortune*, *dignified*, *faltered*, *unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS, Appendix A, pg. 33)

Tier 2 Words	Criteria to determine which words to teach:	<u>Instruction</u> Not address Tell Worthy
	<input type="checkbox"/> Students are likely to see the word often in other texts and across domains. <input type="checkbox"/> The word will be useful in students' writing. <input type="checkbox"/> The word relates to other words or ideas that the students know or have been learning. <input type="checkbox"/> Word choice has significance in the text. <input type="checkbox"/> The context does not provide enough information for students to infer the meaning.	
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What do you see?



# What do you see?





What do you see?



# Sample Walkthrough Tool

## Classroom Walkthrough tool for Continuous Improvement

**Data collection look-fors**

Date: \_\_\_\_\_ Course/Content: \_\_\_\_\_

Time: \_\_\_\_\_

Grade: \_\_\_\_\_

**1. Focus on curriculum**

1a. Determine the learning objective(s) for the lesson:

Objective(s):

☐ Exists ☐ Does not exist ☐ Unable to determine

1b. Learning objective(s) aligned to the specified timeline/scope and sequence:

☐ Aligned ☐ Not aligned ☐ Unable to determine

1c. Learning objective(s) evident to the students:

☐ Evident ☐ Not evident ☐ Unable to determine

**2. Focus on the learners**

2a. Identify learning materials:

☐ Activity/lab sheet ☐ Real-world objects ☐ Websites

☐ Content-specific manipulatives, materials, and/or models ☐ Student-created materials ☐ Worksheet

☐ Multimedia ☐ Technology and software ☐ Textbook

☐ Published print materials ☐ One-to-One device ☐ None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

☐ Listening ☐ Writing

☐ Reading ☐ None

☐ Speaking

2c. Determine depth of knowledge level(s) of student work:

☐ Level 1 *Recall of Information* – identify, list, define

☐ Level 2 *Basic Reasoning* – describe, interpret, explain

☐ Level 3 *Complex Reasoning* – evaluate, justify, apply

☐ Level 4 *Extended Reasoning* – analyze, synthesize, provide solutions

2d. Determine level of class engagement:

☐ Highly engaged – Students are authentically engaged

☐ Well managed – Students are willingly compliant, ritually engaged

☐ Disengaged – Students actively reject the assigned task or substitute another activity

**3. Focus on instruction**

3a. Identify instructional practices:

☐ Coaching ☐ Hands-on learning ☐ Providing direction/instructions ☐ None

# Data Collection made easy!

## Classroom Walkthrough tool for Continuous Improvement

Data collection look-fors

Date: \_\_\_\_\_ Course/Content: \_\_\_\_\_

Time: \_\_\_\_\_

Grade: \_\_\_\_\_

### 1. Focus on curriculum

1a. Determine the learning objective(s) for the lesson:

Objective(s):  
☐ Exists ☐ Does not exist ☐ Unable to determine

1b. Learning objective(s) aligned to the specified timeline/scope and sequence:

☐ Aligned ☐ Not aligned ☐ Unable to determine

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☐ Multimedia ☐ Technology and software ☐ Textbook  
☐ Published print materials ☐ One-to-One device ☐ None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

☐ Listening ☐ Writing  
☐ Reading ☐ None  
☐ Speaking

2c. Determine depth of knowledge level(s) of student work:

☐ Level 1 *Recall of Information* – identify, list, define  
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### 3. Focus on instruction

3a. Identify instructional practices:

☐ Coaching ☐ Hands-on learning ☐ Providing direction/instructions ☐ None

ELECTRONIC

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## Classroom Walkthrough Tool for Peer Observations

Form Description

School Name \*

Date and time of walkthrough \*

Month  Day  2013  Hr  Min  AM/PM

Beginning, Middle, or End of class period \*

2a. Identify lesson materials that are culturally relevant for the students: \*

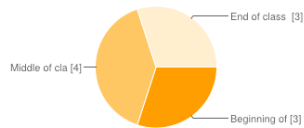
Over 80% of students must have one or more of the lesson materials below. (Check all that apply during walkthrough observation time.)

- ☐ Activity/Lab sheet
- ☐ Content-specific manipulatives, materials, and/or models
- ☐ Multimedia
- ☐ One-to-one device
- ☐ Published print materials
- ☐ Real-world objects
- ☐ Student created materials
- ☐ Technology and software
- ☐ Textbook

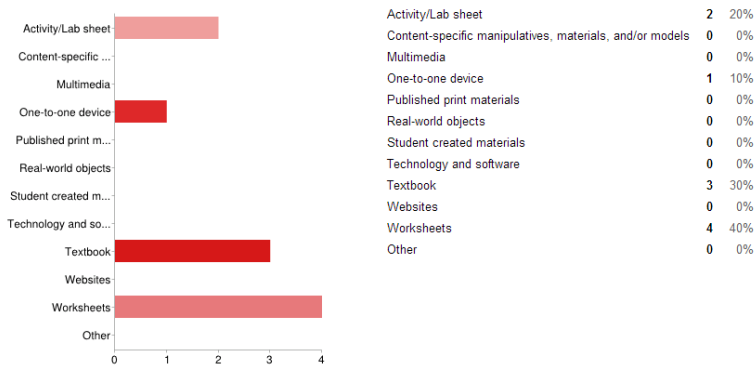
# Data Dialogue

- What insights emerge from the data?
- What questions does this raise?
- What changes might we make?
- What kinds of decisions might we make as a group?

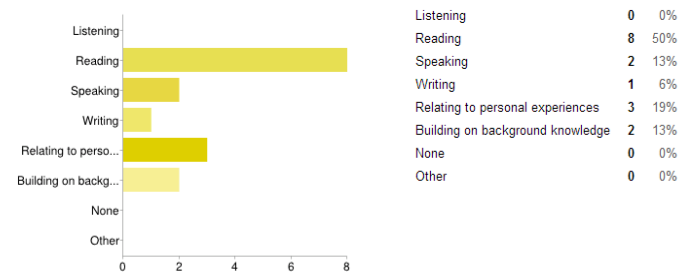
## Beginning, Middle, or End of class period



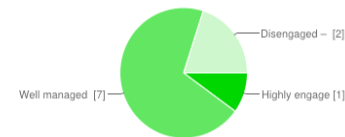
## 2a. Identify lesson materials that are culturally relevant for the students:



## 2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

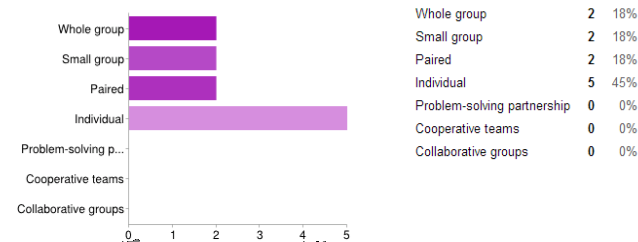


## 2c. Determine level of class engagement:



Highly engaged – Students are authentically engaged 1 10%  
 Well managed – Students are willingly compliant, ritually engaged 7 70%  
 Disengaged – Students actively reject the assigned task or substitute another activity 2 20%

## 3b. Identify grouping format:





## Reflect

- What do you see?
- What do you notice?
- What stands out?
- What jumps out?
- What catches your attention?

## Analyze

- What seems unclear/unclear?
- What concerns you?
- What pleases you?
- Where is more work needed?
- What seems the most critical?
- What seems to be the central issue or key problem area?
- What insights are beginning to emerge?
- What kinds of changes might we need to make?

## Act

- What actions will we take?
- What will we do differently?
- What kinds of decisions might we need to make as a group?
- What do we need to do in order to take action?
- What does this mean for future lessons?
- What are we committing to?

### Data Dialogue Discussion Responses

Write responses to question prompts in the spaces provided. Submit document via EduGuide.

Intro notes

What do you *see*  
*in the data?*

What do you *think about the*  
*data?*

### Action Plan Form

Action items need to be specific, measurable, achievable, realistic, and timely.

Action plan form to be completed and submitted via EduGuide.

Action item to be completed? (should be derived from data collected)	Who will be responsible for implementing action item(s)? (include all names)	By when will the action item be implemented? (specific date)	What evidence do you hope to see during the next cycle of implementing the action item? (specific to action item)

# *You try it!!      You CAN do it!!*

1. Intentionally plan for and implement academic vocabulary in your classroom.
2. Collect evidence of your implementation  
Examples: Take a picture of students creating or using academic vocabulary  
Write a reflection of the experience  
Collect student work from the experience
3. Collect an exit ticket from the students for the experience
4. Share these items and your experiences at your next meeting

# ***Contact Information***

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